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Parents' National Educational Union. D₂

Prospectus of the Parents' Union School (worked by D₃
Miss Mason, who alone is responsible).

(As adapted for the use of SCHOOLS).

ADDRESS: HOUSE OF EDUCATION, AMBLESIDE.

(He shall) "pray for the children to prosper in good life and good literature."—
(Dean Colet).

Motto: "I am, I can, I ought, I will."

The Parents' Union School was originally devised (in 1890) to introduce some of the advantages of school-training into home education. The principles applied and the methods used should be as valuable in schools as they have proved in home-teaching. Schools generally should profit by:—

- (a) A definite and progressive syllabus of work for each term.
- (b) A definite number of pages set, term by term, in a good many living books of literary value.
- (c) The practice of knowing a task of several pages after a single reading.
- (d) The fact that knowledge acquired in this way is retained perfectly for months or years.
- (e) Examination papers at the end of each term.
- (f) Short hours.
- (g) No out-of-school preparation, (but some reading of tales, plays, etc.)
- (h) Few corrections.
- (i) A carefully arranged syllabus, term by term, including nature work, handicrafts, art work, music, etc.

Various helps in the way of suggestions, regulations, time-tables, etc., should also be of use to teachers.

Great attention is given to field work, handicrafts, art studies, and to the selection of the best books. Scholars get the habit of using books and of delighting in them; they acquire a love of nature, some manual dexterity, some ability to produce what they see with brush or charcoal, and some power to appreciate art, including music, and some power of execution.

These few considerations may have weight with the heads of schools:—

1. The cost of the necessary books per scholar for eight years of school life—from six to fourteen—does not average more than £2 a year in Secondary Schools; certain modifications of the syllabus make the cost much less in Elementary Schools; the more important books last for two or three years. The books for scholars in Forms V. and VI. (fifteen to eighteen) cost considerably more.
2. Two-and-a-half, for Form I., to three or three-and-a-half hours a day for Forms III. and IV., is ample time for the whole of the book-education; field work, handicrafts, etc., occupy the afternoons. Forms V. and VI. work for four to five hours.
3. Much writing is unnecessary, because the scholars have the matter in their books and know where to find it.

4. Classes are able to occupy themselves in study with pleasure and profit.
5. Teachers are relieved of the exhausting drudgery of many corrections.
6. Scholars have the afternoons free for handicrafts, nature work, walks, games, scouting, etc.

7. The evenings are free, whether at school or at home, for reading aloud (the lighter of the books set for the term's work are read aloud in the evening), singing, hobbies, etc.

(In Preparatory and Boys' Public Schools where the demands of Latin and Greek are paramount, the usual times for preparation may be given without hindering the P.U.S. work, because such work requires no preparation and is done at a single reading.)

8. Scholars get many intelligent interests, beget hobbies and have leisure for them.

9. There is no cramming for the term's examination. The scholars know their work, and find it easy to answer questions set to find out what they know, rather than what they do not know.

10. Pupils of any age, however taught hitherto, take up this sort of work with avidity.

11. Boys and girls taught in this way take up preparation for public examinations, etc., with intelligence, zeal and success; for example, they should at seventeen be able to qualify for the London Matriculation in two terms. It is well, in the interests of a liberal education, that pupils should read in the P.U.S. until they are seventeen.

This kind of work, besides making the scholar proficient in the usual studies of the schoolroom, should and does result in his power—

- (a) To grasp the sense of any passage some pages in length at a single reading.
- (b) To spell and express himself in writing with ease and correctness.
- (c) To give an orderly and detailed account of any matter he has read once.
- (d) To describe in writing, or orally, what he has seen, or heard from the newspapers.

Schools are qualified to use the Parents' Union School curriculum upon the following conditions:—

- i. That the programmes shall be worked out in as many subjects as possible, including the historical, literary, scientific and art subjects, throughout the School. The work may be reduced if necessary in the V.th and VI.th Forms of public schools. The forms into which a given School is divided usually fit in with those of the P.U.S.
- ii. That the amount of time for each subject shall be not more nor less than that stated in the Time-tables.
- iii. That each pupil shall have, and read for himself, his own books, as set in his programme.
- iv. That sets of answers shall be submitted for examination at the usual times; one set for each of the six forms. That all the members of each form take the examinations.

(Where a form is divided into sections A and B, each section should send up the papers of one examinee. If the size of a form make a further division necessary and there are two or three classes in, say, Form III., papers should be sent up by the several teachers in turns.)

Fees (payable in advance, to the Secretary of the P.N.E.U., 26, Victoria Street, S.W.): *Four Guineas a year*, which entitles members to all the papers of the School.

Primary Schools or classes in which no pupils are above 12, Two Guineas a year.

The Heads of *Elementary Schools* are urged to take up this work for the advantage of the scholars, the satisfaction of the teachers, and with a view to the well-being of the nation. Experiments prove that the scheme works remarkably well in such schools. *Fees, nil.*

A special fee of £3:3:0 (plus travelling expenses) entitles a school to a visit from the General and Organizing Secretary of the Union. Such a visit should be of use to the Head of a School in arranging Nature Work, Handicrafts, etc.; also, in organizing work, indicating how such and such subjects are taught in the School, etc. (apply to the Secretary, 26, Victoria Street).

Examination papers are sent at Christmas, Easter, and Midsummer. At Easter and Christmas the pupils' work is sent up (as directed) and a report is made upon it. For the Midsummer examination the work is not sent up, but the teacher receives the questions set and the programmes for the following term.

Classes of not less than ten children may be registered on the same conditions as schools. Schools may be admitted at any time. The programmes for the autumn term are issued in the middle of July so that arrangements may be made, books procured, etc., before the summer vacation. The programmes for each term are sent out before the holidays. A term's notice is requested before withdrawal.

A Register of Schools working on the Parents' Union curriculum is kept at the office and a list appears occasionally in the *Parents' Review*. Schools which fail to send in sets of examination papers for a year without sufficient reason or to observe the other conditions are erased from this Register. The Heads of Schools or Classes adopting this scheme must be members of the P.N.E.U. (subscription, additional, 10/6, to include the *Parents' Review*: for particulars, write to the London Secretary). The Committee of the P.N.E.U. take no responsibility with regard to these Schools, beyond the assurance that they work in the Parents' Union School, but prospectuses may be sent to the Secretary and seen at the office.

Further information can be had from the Secretary, P.N.E.U. Office, 26, Victoria Street, London, S.W. 1.

The following letter may make some points clearer:

House of Education,
Ambleside,
June 26th, 1906.

DEAR ———,

Thank you heartily for your frank letter. Of your goodwill and that of the other Heads of Schools who came here† I have had abundant proof, but the question is, as you put it, how far can we work together?

Your view is, I gather, one that has come before us very often:—Is it not possible to pay a fee, receive the papers of the Parents' Union curriculum and make as much or as little use of them as we think fit? This appears, on the face of it, an attitude justifiable from every point of view, but I think that by admitting that position we should be doing serious harm to the cause of education and adding one more patch to a garment, already a patchwork over which most of us grieve.

You will see by the above prospectus that four conditions are attached to the use of the Curriculum. Great pains have been taken to secure that these con-

† To a Conference of Head Masters and Head Mistresses of Public Schools held in Ambleside, June, 1906.

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ditions should press as lightly as possible upon Schools; only a single test paper from each form working the Curriculum need be sent up; indeed I think you will see that it would not be possible to ask less of Schools whose Heads wish to help in a very important educational movement.

Those who do not regard education as a vital whole but as a sort of conglomerate of good ideas, good plans, traditions and experiences, do well to adopt and adapt any good idea they come across. But our conception of education is as of a vital whole, harmonious, living and effective. You will see, therefore, that every little plan we recommend rises out of a principle, and that each such principle is a part of a living educational philosophy (if I may call it so), and does not very well bear to be broken off and used by itself.

Narration, for example, which is to us no more than a simple, natural way of expression before a child can write (and after, both to save much writing and as giving the habit of clear and consecutive speech), might easily become the dead mechanical exercise which has been imported from elsewhere, *designed* to teach all sorts of things, vocabulary, composition, and so on. The use of many books, again, — you see at once how that might become (apart from the conditions we lay down) an incentive to much cramming and overpressure.

A man who has invented a saucepan lid may be protected until the world has found out whether that particular saucepan lid is of use to it; and I sometimes wish that some protection could be given to ideas until they have had time to justify themselves. Both literature and education suffer from our habit of picking up here and there. As for books, they are, of course, common property, and two or three lists of books we use, or have used, have been published in *Home Education, School Education* (P.N.E.U. Office).

No class lists in *order of merit* are published or kept. The marks assigned to a scholar for any set of papers simply show whether he is above or below the average for his age and form but have no relative place value.

But in order that there may be no undue pressure on the part of teachers, no eagerness on the part of the scholar to obtain marks to the neglect of interest in knowledge, the maximum marks are given, not to the best papers, but to papers showing *quite satisfactory* progress for the age and form of the pupil.

I am laying our position before you very fully because I know you will give what I say gentle and candid consideration; and you will see, I think, that it is not possible to take part in this movement unless one complies with the necessary conditions. All life is conditioned — is it not? But you will tell me sometime, when you have leisure, if you think the four conditions of the above prospectus unreasonable.

Believe me, very truly yours,

CHARLOTTE M. MASON.

N.B.—The principles and methods on which the Parents' Union School is worked are fully described in Vols. I., II. and III. of the "Home Education Series" (P.N.E.U. Office, 4/6 each), and more briefly in the "Liberal Education for All" Pamphlets for Elementary, Continuation and Secondary Schools (P.N.E.U. Office, 26 Victoria Street, London, S.W. 1, 6d. each).

Parents' National Educational Union.

Mothers' Educational Course.

(THREE YEARS). First Year.

I.—DIVINITY.

To help Mothers to give such teaching as should confirm their children in the Christian Religion.

1. The Old Testament considered as a progressive Revelation of God.
 - a, *Clews to Holy Writ*, by M. Petrie (Hodder & Stoughton, 1/6) and *The Bible Commentary*, see 3 (c).
 - b, *Dwellers on the Nile* (R.T.S., 1/-).
2. The New Testament, as a Revelation of Jesus Christ. *The Saviour of the World*, Vol. I. (Kegan Paul, 2/6) with *The Gospel History* (University Press, 2/8).
3. The histories of the Pentateuch.
 - a, *Clews to Holy Writ*.
 - b, *Life and Times of Joseph* (R.T.S., 1/-).
 - c, *Bible Commentary*, by J. R. Drummelow (Macmillan, 7/6).
4. The Gospel of S. Luke.
 - a, *The Study of the Gospels*, by Dean J. A. Robinson (Longmans, 2/6).
 - b, *Stanley's Sinai and Palestine* (Murray, 1/-).
 - c, *The Gospel of the Kingdom of Heaven*, by F. D. Maurice (Macmillan, 2/8) with *The Bible Commentary*.
 - d, *The Life and Times of Jesus the Messiah*, by A. Edersheim (Longmans, 6/-); first half.
5. The Bible and Modern Research.
 - a, Prof. Sayce's *Fresh Light from Ancient Monuments* (R.T.S., 1/-).
 - b, *How we got our Bible*, by W. Paterson Smyth (R.T.S., 1/-).
 - c, *Stanley's Sinai and Palestine*.
6. Practical Teaching of Religion.
 - a, Chapters on religious teaching in *Parents and Children*, by C. M. Mason (Kegan Paul & Co., 3/6).
 - b, *How to use the Prayer Book* (optional) by Mrs. Romanes (Longmans, 2/-).

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7. The Will, the Conscience, the Divine Life in the Child.
a, *Home Education* (Kegan Paul & Co., 3/6).
 8. *The Spirit of Discipline*, by Francis Paget, D.D. (Longmans, 4/-).
For reference: a, *Helps to the Study of the Bible* (Oxford Press, from 1/-), and, as a short bibliography,
b, *The Religious Instruction of Children at Home*, by E. Barker (Gardner Darton, 1/-).

II.—PHYSIOLOGY AND HEALTH.

To give the knowledge necessary for the care and development of children in sickness and health.

1. The Organs of the Body and their Functions.
a, *Elementary Physiology for Schools*, by A. T. Schofield, M.D. (Cassell, 1/4).
b, *The Little Red Mannikin*, by Owen Lankester (Allman & Sons, 2/-).
2. Laws of Health and Care of the Sick.
a, *Blackie's Elementary Hygiene* (1/6).
b, *Perfect Health for Women and Children*, by E. S. Chesser (Methuen, 3/6).

III.—MENTAL AND MORAL SCIENCE AND EDUCATION.

To show the principles of Education and Methods based on these principles.

1. MENTAL PHYSIOLOGY.
a, *Primer of Psychology*, by Ladd (Longmans, 4/2).
b, *Halleck's Education of the Central Nervous System* (Macmillan, 4/6), chapters 1-5.
c, Chapters on *Habit*, etc., in *Home Education*.
2. ETHICS.
a, *Ourselves, Our Souls and Bodies*. Part I.
b, *Stray Thoughts for Mothers and Teachers*, by L. M. Soulsby (Longmans, 2/6).
c, *Home Education*.
3. EDUCATION: THEORY OF.
a, *Home Education*.
b, *Parents and Children*.
c, *Levana*, by Richter (translated by Miss S. Wood, Swan Sonnenschein, 2/3).
4. EDUCATION: TEACHING.
a, *School Education*, by C. M. Mason (Kegan Paul, 3/6).
b, Chapters on Teaching in *Home Education*.

IV.—NATURE-LORE AND THE ELEMENTS OF SCIENCE.

To enable Mothers to awaken their Children's interest in Nature and to give them their first ideas.

1. *Elements of Botany*. Oliver's *Lessons in Elementary Botany* (Macmillan, 3/5).
2. The Year's Wild Flowers (of the neighbourhood), painted and described. John's *Flowers of the Field* (Routledge, 7/6).
3. *Star-Land*, by Sir R. Ball (Cassell, 5/8). The Constellations (Gall & Inglis, 9d.).
4. *This World of Ours*, by H. Arnold-Forster 1/11).
5. *First Year of Scientific Knowledge*, by Paul Bert (Relfe Brothers, 2/3).
6. *Ethics of the Dust*, by John Ruskin (Dent, 1/-).
7. *A Nature Study Guide*, by Furneaux (Longmans, 3/6).

The work for the first year is elementary and not difficult. It fairly covers the principles of, and suggests good methods for the physical, moral, mental and religious training of children; and includes the knowledge necessary to give them their first inspiring ideas about the natural world. Every word in each of the books set is not offered to students as the teaching of the P.N.E.U. Some degree of sifting and personal selection is required.

Much of the matter is familiar; but it is one thing to read a work carelessly, and quite another to study it definitely with a view to examination.

The year's work may be done by reading at the rate of about 100 pages a week for ten months. The order of this reading is left to the student.

The examination will fall twice a year—the first week in June and the first week in December; when examination papers will be sent to the students.

An examination can always be postponed by writing to the Secretary, House of Education, Ambleside, at least a week before the months of June and December.

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The final examination on Human Physiology and Hygiene will be for the diploma of the *National Health Society*.

Fee. Entrance Fee, a guinea.

The first half of each of the works set for study will be examined upon in the first examination, except in the case of the "*Home Education*" Series.

The volumes of the "*Home Education*" Series have been specially prepared to embody the distinctive teaching of the P.N.E.U.; therefore a large number of questions will be set upon those volumes in each examination of the course: the chapters bearing on each of the subjects indicated in each syllabus must be prepared.

P.N.E.U. READING COURSE.

"The attention of Members is called to the New Course of Reading, which is free to all members of the Union. It is confined to the *distinctive* teaching of the Union, and therefore to the volumes of the '*Home Education*' Series, the contents of which have been specially prepared from time to time for the use of the *Parents' National Educational Union*. The method of these volumes is a progressive amplification of the principles of the Union. It is, therefore, desirable that the books should be studied in numerical order.* Each volume is furnished with a full table of contents and with numerous questions which should aid the reader in self-examination. On application to the Office a form may be had which runs as follows:—

'I have read the following volumes of the *Home Education Series*, and am satisfied of my mastery of the principles advanced in them by my ability to answer fully and exactly the questions appended to each.'

(Signed)

This form should be returned to the Office, and the reader would then be entered on the list of 'qualified members' of the P.N.E.U." (*See P.N.E.U. Leaflet*).

Members of the M.E.C. who satisfy the above conditions should write to the Secretary for the form for "qualified members."

Many of the books mentioned in this Programme can be borrowed from the P.N.E.U. Library, 26, Victoria Street, London, S.W., but as books are chosen which should be a possession to mothers it is very much better to buy the books. The student is free to underline, make marginal notes, etc., in her own books as she could not do in borrowed volumes.

The books mentioned can all be obtained, at the prices quoted, from the P.N.E.U. Office, 26, Victoria Street, London, S.W.

* 1. *Home Education*. 2. *Parents' and children*. 3. *School Education*. 4. *Ourselves, Our Souls and Bodies*. 5. *Some Studies in the Formation of Character* (Kegan Paul & Co., 3s. 6d. each).

Parents' National Educational Union.

Mothers' Educational Course.

(THREE YEARS). *Second Year.*

I.—DIVINITY.

To help Mothers to give such teaching as should confirm their children in the Christian Religion.

1. The Apostles' Creed. *The Historic Faith*, by Bishop Westcott (Macmillan, 4/6).
2. David. Solomon. The Prophets.
 - a, As arranged in *Clews to Holy Writ* (Hodder & Stoughton, 1/6). Read the passages in the Bible.
 - b, *Prophets and Kings*, by F. D. Maurice (Macmillan, 2/8).
 - c, *The Dawn of Revelation*, by Miss M. Bramston (Simpkin & Co., 5/-).
3. Illustrations of period.
 - a, *The Times of Isaiah*, by Prof. Sayce, 1/6.
 - b, *Assyria*, by Prof. Sayce, 1/6.
 - c, *Babylonian Life and History*, by E. A. Wallis Budge, 1/6. (All, R.T.S.)
4. Practical Teaching of Religion.
 - a, Chapters on religious teaching in *Home Education, Parents and Children, Ourselves, our Souls and Bodies*, by C. M. Mason (Kegan Paul, 3/6 each).
 - b, *The Natural Religion*, by the Rev. V. Staley (Mowbray & Co., 1/-).
 - c, *How to use the Prayer Book** (optional), by Mrs. Romanes (Longmans, 2/-).
 - d, *Pastor Pastorum*, by Rev. H. Latham, (Bell, 4/11).

For reference: *Helps to the Study of the Bible* (Oxford Press, from 1/-).

*Good but not evangelical.

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II.—PHYSIOLOGY AND HEALTH.

To give the knowledge necessary for the care and development of children in sickness and health.

1. The organs of the body and their functions.
 - a, *Lessons in Elementary Physiology*, by Professor Huxley (Macmillan, 3/5), chapters i.-vi.
 - b, *The Little Red Mannikin*, by Owen Lankester (Allman, 2/-).
2. Laws of health and care of the sick.
 - a, *Lectures on Nursing*, by E. C. Lückes (Kegan Paul & Co., 3/9).
 - b, *The Preservation of Health*, by Clement Dukes, M.D. (Longmans, 5/-).

III.—MENTAL AND MORAL SCIENCE AND EDUCATION.

To show the principles of Education and Methods based on these principles.

1. MENTAL PHYSIOLOGY.
 - a, *Parents and Children*, by C. M. Mason (Kegan Paul & Co., 3/6).
 - b, *Carpenter's Mental Physiology*, Book I. (Kegan Paul & Co., 9/-).
 - c, *The Education of the Central Nervous System* (Halleck), lectures vi.-xii. (Macmillan, 5/-).
2. ETHICS.
 - a, *Parents and Children and Ourselves, Our Souls and Bodies*.
 - b, *The Making of Character*, by J. MacCunn (Cambridge University Press, 1/11).
 - c, *A Survey of English Ethics* (Lecky), edited by W. A. Hirst (Longmans, 2/8).
3. EDUCATION, THEORY OF.
 - a, *Parents and Children*.
 - b, *Emile*, edited by Jules Steeg (Heath & Co., 1/6).
 - c, *Quick's Educational Reformers* (Longmans, 2/8).
 - d, *Four Socratic Dialogues* (Oxford Press, 3/6).
4. EDUCATION. TEACHING.
 - a, *The Herbartian Psychology applied to Education*, by J. Adams (Isbister, 2/8).

- b, *The Training of Teachers*, by Professor Laurie (Cambridge Press, 4/6).
- c, *Essays in Practical Education*, by C. M. Mason (Kegan Paul, 3/6).

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IV.—NATURE-LORE AND THE ELEMENTS OF SCIENCE.

To enable Mothers to awaken their Children's interest in Nature and to give them their first ideas.

1. Elements of Botany. *Flowers, Fruits, and Leaves*, by Sir J. Lubbock (Macmillan, 3/5).
2. The Year's Wild Flowers (of the neighbourhood), mounted and described. John's *Field Flowers* (S.P.C.K., 5/8), or Ann Pratt's *Wild Flowers* (S.P.C.K., 2 vols., 6/- each).
3. The Year's Birds described. *A Year with the Birds*, by Ward Fowler (Macmillan, 2/6). John's *British Birds and their Haunts* (S.P.C.K., 3/9).
4. *A Text-book of Geology*, by W. J. Harrison (Blackie, 2/-).
5. *Elementary Lessons in Astronomy*, by Lockyer (Macmillan, 4/2).
6. *House, Field and Garden*, by L. C. Miall (Arnold, 4/6).

N.B. — The use of the test questions in the "*Home Education*" Series will show the student what portions of each volume it is necessary to re-read.

The work of the second year is less elementary and more difficult than that of the first. It fairly covers the principles of, and suggests good methods for, the physical, moral, mental, and religious training of children; and includes the knowledge necessary to give children their first inspiring ideas about the natural world. Every word in each of the books set is not offered to students as the teaching of the P.N.E.U. Some degree of sifting and personal selection is required.

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The year's work may be done by reading at the rate of about 100 pages a week for ten months. The order of this reading is left to the student.

The examinations will fall twice a year—the first week in June and the first week in December; when examination papers will be sent to the students.

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An examination can always be postponed by writing to the Secretary, House of Education Ambleside, at least a week before the months of June and December.

The final examination on Human Physiology and Hygiene will be for the diploma of the *National Health Society*.

Fee. Entrance Fee, a guinea.

The first half of each of the works set for study will be examined upon in the first examination, except in the case of the "*Home Education*" Series.

The volumes of the "*Home Education*" Series have been specially prepared to embody the distinctive teaching of the P.N.E.U.; therefore a large number of questions will be set upon those volumes in each examination of the course: the chapters bearing on each of the subjects indicated in each syllabus must be prepared.

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"The attention of members is called to the New Course of Reading, which is free to all members of the Union. It is confined to the distinctive teaching of the Union, and therefore to the volumes of the '*Home Education*' Series, the contents of which have been specially prepared from time to time for the use of the *Parents' National Educational Union*. The method of these volumes is a progressive amplification of the principles of the Union. It is, therefore, desirable that the books should be studied in numerical order.* Each volume will be furnished with a full table of contents and with numerous questions which should aid the reader in self-examination. On application to the Office a form may be had which runs as follows:—

'I have read the following volumes of the *Home Education Series*, and am satisfied of my mastery of the principles advanced in them by my ability to answer fully and exactly the questions appended to each.'

(Signed)

This form should be returned to the Office, and the reader would then be entered on the list of 'qualified members' of the P.N.E.U." (See *P.N.E.U. Leaflet*).

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The books mentioned can all be obtained, at the prices quoted, from G. J. Glaisher, 58, High St., Notting Hill Gate, London, W.

* 1. *Home Education*. 2. *Parents and Children*. 3. *School Education*. 4. *Essays in Practical Education*. 5. *Ourselves, Our Souls and Bodies*. Published by Kegan Paul & Co., price 3s. 6d. each.

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Parents' National Educational Union.

Mothers' Educational Course.

(THREE YEARS.) *Third Year.*

I. DIVINITY.

To help Mothers to give such teaching as should confirm their children in the Christian Religion.

1. The Bible. *The Gospel of the Resurrection*, by Bishop Westcott (Macmillan, 4/6).
2. From Jeremiah to the time of Christ. The Psalms. This part of the Bible, to be read with *Clews to Holy Writ*, by M. Petrie (Hodder & Stoughton, 1/6).
3. Illustrations of the period. *Egypt and Syria*, by J. W. Dawson; *Assyria*, by Professor Sayce; *Babylonian Life and History*, by E. A. Wallis Budge. (All, R.T.S., 1/6 each), or, better than these three, *Light from the East, or the Witness of the Monuments*, by the Rev. C. N. Ball (Eyre & Spottiswoode, 9/-).
4. *The Gospel of S. John*, by Bishop Westcott (Murray, 7/11).
5. (a) *The Sunrise of Revelation*, by Miss M. Bramston (Murray, 5/-); (b) *Religious Teaching in Secondary Schools*, by G. C. Bell (Macmillan, 2/8); (c) *An Elementary Introduction to the Book of Common Prayer*, by Maclear and Procter (Macmillan, 1/11); (d) *A First Class-Book of the Catechism* (Macmillan, 6d.). (c and d optional.)

II. PHYSIOLOGY AND HEALTH.

To give the knowledge necessary for the care and development of children in sickness and health.

1. The Brain and Nervous System. Chapters on these subjects in *Mental Physiology*, by Dr. Carpenter; *Lessons in Elementary Physiology*, by Professor Huxley (Macmillan, 3/5), chapters vii.-xii.
2. The Laws of Health. *Sanitary Work*, by C. Slagg (Crosby & Lockwood, 2/6).
3. *Health in Schools*, by Clement Dukes, M.D. (6/9).

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III. MENTAL AND MORAL SCIENCE AND EDUCATION.

To show the principles of Education and methods based on these principles.

1. MENTAL PHYSIOLOGY.

- a, Chapters in the "*Home Education*" Series.
- b, *Mental Physiology*, by Dr. Carpenter (Kegan Paul & Co., 9/-), Book II.
- c, Thomson's *Laws of Thought* (Longmans), (omitting chapters on Logic).

2. ETHICS.

- a, Chapters in the "*Home Education*" Series.
- b, *Moral Instruction of Children*, by Felix Adler (Arnold, 4/6). (See Review in *Parents and Children*).
- c, *Pastor Agnorum*, by Canon I. H. Skrine (Longmans, 3/9).
- d, *Plato's Republic*, edited by Lewis Campbell (Murray, 1/6).
- e, Coleridge's *The Friend* (Bell, 3/6).
- f, *Ourselves, our Souls and Bodies*, Part II.

3. EDUCATION, THEORY OF.

- a, Chapters in the "*Home Education*" Series.
- b, *Education from a National Standpoint*, by A. Fouillée, translated by Greenstreet (Arnold, 7/6).
- c, *Educational Theories*, by O. Browning (Kegan Paul, 2/8).

4. EDUCATION. TEACHING.

- a, Chapters in the "*Home Education*" Series.
- b, *Physiography*, by Professor Huxley (Macmillan, 4/6).
- c, *Laws of Everyday Life*, by H. O. Arnold Forster (Cassell, 1/2).
- d, *Vittorino da Feltre*, by W. H. Woodward (Cambridge Press, 4/6).

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IV. NATURE-LORE AND THE ELEMENTS OF SCIENCE.

To enable Mothers to awaken their Children's interest in Nature and to give them their first ideas.

- 1. Elements of Botany. *Chapters on Modern Botany*, by Professor P. Geddes (University Manual, 2/8).
- 2. *Objects of the Seashore. The Seashore*, by Furneaux (Longmans, 6/-).
- 3. *The Study of Animal Life*, by Professor J. A. Thomson (University Extension Manual, 3/9).
- 4. *Geikie's Outlines of Field Geology* (Macmillan, 2/8).
- 5. *The Story of the Heavens*, by Sir R. Ball (Cassell & Co., 7/11).

N.B. — The use of the test questions in the "*Home Education*" Series will show the student what portions of each volume it is necessary to re-read.

The work for the third year is in advance of that of the second.

The final examination will touch the principles gathered throughout the course, but will cover the text books of only the final year's study.

The "Nature Lore" for the third year's course is intended to put Mothers in touch with the thought of the day.

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The final examination on Human Physiology and Hygiene will be for the diploma of the *National Health Society*.

Fee. Entrance Fee, a guinea.

The first half of each of the works set for study will be examined upon in the first examination, except in the case of the "*Home Education*" Series.

The volumes of the "*Home Education*" Series have been specially prepared to embody the distinctive teaching of the P.N.E.U.; therefore a large number of questions will be set upon those volumes in each examination of the course: the chapters bearing on each of the subjects indicated in each syllabus must be prepared.

P.N.E.U. READING COURSE.

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(Signed)

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The books mentioned can all be obtained, at the prices quoted, from G. J. Glaisher, 58, High St., Notting Hill Gate, London, W.

* 1. *Home Education*. 2. *Parents and Children*. 3. *School Education*. 4. *Essays in Practical Education*. 5. *Ourselves, Our Souls and Bodies*. Published by Kegan Paul & Co., price 3s. 6d. each.

Parents' National Educational Union.

Mothers' Educational Course.

(THREE YEARS). First Year.

I.—DIVINITY.

To help Mothers to give such teaching as should confirm their children in the Christian Religion.

1. The Old Testament considered as a progressive Revelation of God.
 - a, *Clews to Holy Writ*, by M. Petrie (Hodder & Stoughton, 1/6) and *The Bible Commentary*, see 3 (c).
 - b, *Dwellers on the Nile* (R.T.S., 1/-).
2. The New Testament, as a Revelation of Jesus Christ. *The Saviour of the World*, Vol. I. (Kegan Paul, 2/6) with *The Gospel History* (University Press, 2/8).
3. The histories of the Pentateuch.
 - a, *Clews to Holy Writ*.
 - b, *Life and Times of Joseph* (R.T.S., 1/-).
 - c, *Bible Commentary*, by J. R. Drummelow (Macmillan, 7/6).
4. The Gospel of S. Luke.
 - a, *The Study of the Gospels*, by Dean J. A. Robinson (Longmans, 2/6).
 - b, *Stanley's Sinai and Palestine* (Murray, 1/-).
 - c, *The Gospel of the Kingdom of Heaven*, by F. D. Maurice (Macmillan, 2/8) with *The Bible Commentary*.
 - d, *The Life and Times of Jesus the Messiah*, by A. Edersheim (Longmans, 6/-); first half.
5. The Bible and Modern Research.
 - a, Prof. Sayce's *Fresh Light from Ancient Monuments* (R.T.S., 1/-).
 - b, *How we got our Bible*, by W. Paterson Smyth (R.T.S., 1/-).
 - c, *Stanley's Sinai and Palestine*.
6. Practical Teaching of Religion.
 - a, Chapters on religious teaching in *Parents and Children*, by C. M. Mason (Kegan Paul & Co., 3/6).
 - b, *How to use the Prayer Book* (optional) by Mrs. Romanes (Longmans, 2/-).

7. The Will, the Conscience, the Divine Life in the Child.
a, *Home Education* (Kegan Paul & Co., 3/6).
8. *The Spirit of Discipline*, by Francis Paget, D.D. (Longmans, 4/-).
For reference : a, *Helps to the Study of the Bible* (Oxford Press, from 1/-), and, as a short bibliography,
b, *The Religious Instruction of Children at Home*, by E. Barker (Gardner Darton, 1/-).

II.—PHYSIOLOGY AND HEALTH.

To give the knowledge necessary for the care and development of children in sickness and health.

1. The Organs of the Body and their Functions.
a, *Elementary Physiology for Schools*, by A. T. Schofield, M.D. (Cassell, 1/4).
b, *The Little Red Mannikin*, by Owen Lankester (Allman & Sons, 2/-).
2. Laws of Health and Care of the Sick.
a, *Blackie's Elementary Hygiene* (1/6).
b, *Perfect Health for Women and Children*, by E. S. Chesser (Methuen, 3/6).

III.—MENTAL AND MORAL SCIENCE AND EDUCATION.

To show the principles of Education and Methods based on these principles.

1. MENTAL PHYSIOLOGY.
a, *Primer of Psychology*, by Ladd (Longmans, 4/2).
b, *Halleck's Education of the Central Nervous System* (Macmillan, 4/6), chapters 1-5.
c, Chapters on *Habit*, etc., in *Home Education*.
2. ETHICS.
a, *Ourselves, Our Souls and Bodies*. Part I.
b, *Stray Thoughts for Mothers and Teachers*, by L. M. Soulsby (Longmans, 2/6).
c, *Home Education*.
3. EDUCATION: THEORY OF.
a, *Home Education*.
b, *Parents and Children*.
c, *Levana*, by Richter (translated by Miss S. Wood, Swan Sonnenschein, 2/3).
4. EDUCATION: TEACHING.
a, *School Education*, by C. M. Mason (Kegan Paul, 3/6).
b, Chapters on Teaching in *Home Education*.

IV.—NATURE-LORE AND THE ELEMENTS OF SCIENCE.

To enable Mothers to awaken their Children's interest in Nature and to give them their first ideas.

1. *Elements of Botany*. Oliver's *Lessons in Elementary Botany* (Macmillan, 3/5).
2. The Year's Wild Flowers (of the neighbourhood), painted and described. John's *Flowers of the Field* (Routledge, 7/6).
3. *Star-Land*, by Sir R. Ball (Cassell, 5/8). The Constellations (Gall & Inglis, 9d.).
4. *This World of Ours*, by H. Arnold-Forster 1/11).
5. *First Year of Scientific Knowledge*, by Paul Bert (Relfe Brothers, 2/3).
6. *Ethics of the Dust*, by John Ruskin (Dent, 1/-).
7. *A Nature Study Guide*, by Furneaux (Longmans, 3/6).

The work for the first year is elementary and not difficult. It fairly covers the principles of, and suggests good methods for the physical, moral, mental and religious training of children; and includes the knowledge necessary to give them their first inspiring ideas about the natural world. Every word in each of the books set is not offered to students as the teaching of the P.N.E.U. Some degree of sifting and personal selection is required.

Much of the matter is familiar; but it is one thing to read a work carelessly, and quite another to study it definitely with a view to examination.

The year's work may be done by reading at the rate of about 100 pages a week for ten months. The order of this reading is left to the student.

The examination will fall twice a year—the first week in June and the first week in December; when examination papers will be sent to the students.

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Fee. Entrance Fee, a guinea.

The first half of each of the works set for study will be examined upon in the first examination, except in the case of the "*Home Education*" *Series*.

The volumes of the "*Home Education*" *Series* have been specially prepared to embody the distinctive teaching of the P.N.E.U.; therefore a large number of questions will be set upon those volumes in each examination of the course: the chapters bearing on each of the subjects indicated in each syllabus must be prepared.

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* 1. *Home Education*. 2. *Parents' and children*. 3. *School Education*. 4. *Ourselves, Our Souls and Bodies*. 5. *Some Studies in the Formation of Character* (Kegan Paul & Co., 3s. 6d. each).

Parents' National Educational Union.

Mothers' Educational Course.

(THREE YEARS.) *Third Year.*

I. DIVINITY.

To help Mothers to give such teaching as should confirm their children in the Christian Religion.

1. The Bible. *The Gospel of the Resurrection*, by Bishop Westcott (Macmillan, 4/6).
2. From Jeremiah to the time of Christ. The Psalms. This part of the Bible, to be read with *Clews to Holy Writ*, by M. Petrie (Hodder & Stoughton, 1/6).
3. Illustrations of the period. *Egypt and Syria*, by J. W. Dawson; *Assyria*, by Professor Sayce; *Babylonian Life and History*, by E. A. Wallis Budge. (All, R.T.S., 1/6 each), or, better than these three, *Light from the East, or the Witness of the Monuments*, by the Rev. C. N. Ball (Eyre & Spottiswoode, 9/-).
4. *The Gospel of S. John*, by Bishop Westcott (Murray, 7/11).
5. (a) *The Sunrise of Revelation*, by Miss M. Bramston (Murray, 5/-); (b) *Religious Teaching in Secondary Schools*, by G. C. Bell (Macmillan, 2/8); (c) *An Elementary Introduction to the Book of Common Prayer*, by Maclear and Procter (Macmillan, 1/11); (d) *A First Class-Book of the Catechism* (Macmillan, 6d.). (c and d optional.)

II. PHYSIOLOGY AND HEALTH.

To give the knowledge necessary for the care and development of children in sickness and health.

1. The Brain and Nervous System. Chapters on these subjects in *Mental Physiology*, by Dr. Carpenter; *Lessons in Elementary Physiology*, by Professor Huxley (Macmillan, 3/5), chapters vii.-xii.
2. The Laws of Health. *Sanitary Work*, by C. Slagg (Crosby & Lockwood, 2/6).
3. *Health in Schools*, by Clement Dukes, M.D. (6/9).

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III. MENTAL AND MORAL SCIENCE AND EDUCATION.

To show the principles of Education and methods based on these principles.

1. MENTAL PHYSIOLOGY.

- a, Chapters in the "*Home Education*" Series.
- b, *Mental Physiology*, by Dr. Carpenter (Kegan Paul & Co., 9/-), Book II.
- c, Thomson's *Laws of Thought* (Longmans), (omitting chapters on Logic).

2. ETHICS.

- a, Chapters in the "*Home Education*" Series.
- b, *Moral Instruction of Children*, by Felix Adler (Arnold, 4/6). (See Review in *Parents and Children*).
- c, *Pastor Agnorum*, by Canon I. H. Skrine (Longmans, 3/9).
- d, *Plato's Republic*, edited by Lewis Campbell (Murray, 1/6).
- e, Coleridge's *The Friend* (Bell, 3/6).
- f, *Ourselves, our Souls and Bodies*, Part II.

3. EDUCATION, THEORY OF.

- a, Chapters in the "*Home Education*" Series.
- b, *Education from a National Standpoint*, by A. Fouillée, translated by Greenstreet (Arnold, 7/6).
- c, *Educational Theories*, by O. Browning (Kegan Paul, 2/8).

4. EDUCATION. TEACHING.

- a, Chapters in the "*Home Education*" Series.
- b, *Physiography*, by Professor Huxley (Macmillan, 4/6).
- c, *Laws of Everyday Life*, by H. O. Arnold Forster (Cassell, 1/2).
- d, *Vittorino da Feltre*, by W. H. Woodward (Cambridge Press, 4/6).

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Parents' National Educational Union.

MOTHERS' EDUCATIONAL COURSE.

SECOND YEAR.

INSTRUCTIONS.

1. *No Text-Book to be opened between the receipt of the questions and the posting of the papers.*
2. *There are no restrictions as to times of working.*
3. *It is desirable that papers be posted on the 16th inst.*
4. *Not less than three nor more than six questions must be taken in any one subject.*

I.—Divinity.

1. Analyse the elements of danger to the "Historic Faith" in current thought so far as you would bring these before candidates for confirmation.
2. Would you condemn or justify David's conduct with regard to (a) Saul, (b) Achish, (c) Shimei? Treat the subject as a lesson for children.
3. What does Isaiah mean by—
 - a, "The crown of pride."
 - b, "The valley of vision."
 - c, "The wrath of God's anger."
 - d, "The land of the rustling of wings."
 - e, "The wilderness of the sea."
 - f, "The isles of the sea."
4. Show that Solomon represents some aspects of nineteenth century thought. Write such a study of his character as you would bring before schoolboys, say, in vacation.
5. Give instances showing how far the Book of Isaiah is illustrated by modern research. Show what use you would make of such research in teaching children.
6. In what ways should the *Zeitgeist* affect our religious teaching? How would you deal with current thought in the treatment of difficult questions?
7. Note half-a-dozen points in the "Schooling" of the Apostles.

II.—Physiology and Health.

1. Explain in detail the effects of muscular exercise. Show the risk of excessive athletics.
2. Write laws for the exercise of the brain. Describe and illustrate the effects of mental inactivity.
3. Describe the influence of the ganglionic nervous system.
4. Show the respective values of cold and heat as remedial agents.
5. What special instructions would you give for nursing children as distinguished from adults?
6. What facial symptoms accompany—
 - a, Pain in the head?
 - b, Pain in the chest?
 - c, Pain in the abdomen?
 What information may you gather from the cry of a sick child?
7. Give hints for the treatment of slight ailments of the eye common to children.
8. Discuss the minor ailments of children and the proper treatment for them.

III.—Mental and Moral Science and Education.

1. Explain and illustrate the aphorism "The eye sees what it brings the power to see." What is the educational inference?
2. Show that even *duty* is a relative term. What *duty* does this lay upon parents?
3. Enumerate and illustrate the laws of thought which govern the succession of ideas. How would you act upon any of these in teaching—Geography, Reading, French?
4. Give an instance from your own experience of automatic mental activity. This is the chief fact that the educator has to deal with; show how.
5. The question of the "Divining Rod" is on the *tapis*. Show how you would discuss it with children in such wise as to give a clue to other marvels and mysteries.
6. "Let dogs delight to bark and bite." Write out a talk with the children on self-determining power upon this text.
7. Show in detail how you would deal with a fault of disposition, as sullenness.
8. Discuss the 'how,' the 'why' and the 'what' in the teaching of geography.
9. Compare and contrast the influence of Hobbes, Kant, and Hegel. Show the danger of modern ethical teaching.
10. Discuss the value of analysis and combination in teaching. To whom do we owe the idea of combining Geography and History?
11. "Piety is what pleases the gods." Show how the *First Dialogue* exposes the fallacies upon which men become "cranks."

IV.—Nature Lore and the Elements of Science.

1. Pick a Wallflower and explain to the child at your side its full uses in the economy of nature.
2. Sketch the leaf-buds of half a dozen forest trees. How would you talk about these to children.
3. Which of the Umbelliferæ have you met with this year? What are the characteristics of the tribe and how do you distinguish its members.
4. What do you understand by *cleavage*? Explain as to children.
5. Write a list of ten important minerals, not metals. By what signs should a child distinguish each of these when he sees it?
6. What is light? Explain reflection and refraction as to a child. Write notes of a lesson on the telescope and the spectroscope.
7. Which of the birds described by Mr. Ward Fowler have you made acquaintance with this year? What have you observed?

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Syllabus III. Examination 2.

Parents' National Educational Union.

MOTHERS' EDUCATIONAL COURSE.

THIRD YEAR.

FINAL EXAMINATION.

(Entirely practical and covering the Three Years' Course.)

INSTRUCTIONS.

1. *No Text-book to be opened between the receipt of the questions and the posting of the papers.*
2. *There are no restrictions as to times of working.*
3. *It is desirable that the papers be posted on the 16th inst.*
4. *Not less than three nor more than six questions must be taken in any one subject.*

I.—Divinity.

1. "Suppose ye that I am come to bring peace on the earth. I tell you nay, but rather division." Explain this. Illustrate it from everyday life as for a boy or girl of twelve.
2. Give a brief review of the life and success of our Lord as it might have appeared, on the eve of the Lord's Supper, from a worldly point of view.
3. Continue the subject by three sketches illustrating the progress of Christianity in apostolic, mediæval, and modern days. Throw both answers (2 and 3) into the form of notes of lessons, stating the age of the children in view.
4. Show how you would use the *Witness of History to Christ* as a motive for Missionary zeal.
5. Give four instances each from the annals of Babylonian, Assyrian, Syrian, and Egyptian research, which throw light upon the Scriptures. Show fully the value of these illustrations in teaching children.
6. From the direct prophecies in the Old Testament construct a description of the Messiah's character, offices, and life on earth, as for children of twelve.

7. Write notes of a lesson (for a boy or girl preparing for Confirmation) on (a) "I believe in the Holy Ghost," or, (b) "I believe in the communion of Saints," or, (c) "I believe in the forgiveness of sins."
8. Write (a) a little scheme of religious teaching, (b) a summary of religious influences, such as you would make use of for children between the ages of three and six.

II.—Physiology and Health.

NATIONAL HEALTH SOCIETY'S EXAMINATION IN HYGIENE,
DECEMBER, 1894.

(Four questions must be answered, including No. 1.
Three hours allowed.)

1. Describe the process of Respiration. How does expired air differ from pure air, and what are the natural means by which air is re-purified?
2. In what ways is Water liable to become contaminated during storage in the house? Mention the effects on health of the chief impurities found.
3. How does Milk form a complete food? In what parts of the Alimentary Canal are its constituents digested and absorbed?
4. How should a Dust-bin be constructed? What kind of refuse should be put into it, and what not? How is it likely to become a nuisance?
5. What conditions favour the development of Consumption? What are the chief precautions to be taken for its prevention?

J. EDWARD SQUIRE, M.D., D.P.H.,
Examiner.

The students of the M.E.C. are expected later to take the examination of the National Health Society. The above paper is given as a specimen.

III.—Mental and Moral Science and Education.

(Some of the questions set for the House of Education Certificate Examination.)

1. Show the use of imagination in (1) linking means to ends, and (2) in the operations of sympathy.
2. How would you deal with a child (of from eight to twelve) who lacks the power of attention?

3. Suppose you were asked to prescribe what subjects a child of nine should learn and for how many hours during the week. Draw up a time table for the use of such a child.
4. Distinguish between vanity, pride, and ambition, and show how these may be turned to good account.
5. Distinguish between desires and affections, and show how the difference between them necessitates a difference of treatment at the hands of the educator.
6. Explain and illustrate the maxim "Education grows upon ideas." Estimate the value of the initial or governing idea in every study.
7. On what physiological conditions does the efficiency of habit in education depend.

IV.—Nature Lore and the Elements of Science.

Suppose you take a child of ten to

- (a) A bog in June,
- (b) A pond in June,
- (c) A meadow in July,
- (d) A wood in early May or June,
- (e) A waterfall in June,
- (f) The seaside in June,
- (g) The Downs (chalk),
- (h) Out of doors at nine o'clock on Christmas Eve:

Write full notes showing what you would expect him to see, what description of each object you would get from him, and what instructions you would give him, in four of the above cases.

Parents' National Educational Union.

Mothers' Educational Course.

(THREE YEARS.) *First Year.*

I. DIVINITY.

To help Mothers to give such teaching as should confirm their children in the Christian Religion.

1. The Old Testament considered as a progressive Revelation of God.
2. The New Testament, as a Revelation of Jesus Christ.
(Both considered with a view to some of the difficulties of the day.)
Dr. Abbott's *Bible Lessons*. (Macmillan 2/6.)
3. The *histories* of the Pentateuch.
4. The Gospel of S. Luke.
5. The Bible and Modern Research.
Prof. Sayce's *Fresh Light on the Ancient Monuments*.
(R. T. S., 2/-)
6. Practical Teaching of Religion.
Articles on religious teaching in the *Parents' Review*.
7. The Will, the Conscience, the Divine Life in the child.
Home Education. (Kegan Paul & Co., 3/6.)

II. PHYSIOLOGY AND HEALTH.

To give the knowledge necessary for the care and development of children in sickness and health.

1. The organs of the body and their functions.
Dr. Schofield's *Physiology*. (Cassell, 2/-)
2. Laws of health and care of the sick.
Dr. Schofield's *Manual of Personal and Domestic Hygiene*.
(Allman and Sons, 2 vols., 2/6 each.)
3. The *Care of Infants*, by Sophia Jex Blake, M.D. (Macmillan, 1/-)

III. MENTAL AND MORAL SCIENCE AND EDUCATION.

To show the principles of Education and methods based on these principles.

1. MENTAL PHYSIOLOGY. *a*, Articles in the *Parents' Review* by Doctors Mason, Gordon, Malet, Tubby, &c.
b, Chapters on the Brain in Dr. Schofield's Manuals.
c, Chapters on *Habit*, &c., in *Home Education*.
2. ETHICS. *a*, Articles on *Reverence*, *Grit*, &c., &c., in *P. R.*
b, *Moral Training*, Miss Shirreff. (Geo. Philip & Co., 6d.)
c, *Home Education*. C. M. Mason.
3. EDUCATION. Theory of
a, *Parents and Children*, and other articles in *P. R.*, dealing with educational principles.
b, *Levana*, by Richter (translated by Miss S. Wood). *Home Education*.
4. EDUCATION. TEACHING.
a, Articles in *P. R.* on the teaching of various subjects.
b, Chapters on ditto in *Home Education*.

IV. NATURE-LORE AND THE ELEMENTS OF SCIENCE.

To enable Mothers to awaken their Children's interest in Nature and give them their first ideas.

1. *Elements of Botany*. Hooker's *Primer of Botany*. (Macmillan, 1/-)
2. The Year's Wild Flowers (of the neighbourhood), mounted and described. John's *Field Flowers* (R. T. S., 5/-), or Ann Pratt's *Wild Flowers* (S. P. C. K., 2 vols., 6/- each).
3. The Months, Dr. Taylor's articles upon, *P. R.*, vol. i.
4. The Starry Heavens, and Star Maps. *P. R.*, vol. i, and Miss Giberne's *Stars*.
5. How the world was made. Dr. Taylor's *Geological Stories* (W. H. Allen & Co., 3/-)
6. *First Year of Scientific Knowledge*, by Paul Bert. (Relfe Brothers, 2/6.)

The work for the first year is elementary and not difficult. It fairly covers the principles of, and suggests good methods for, the physical, moral, mental, and religious training of children; and includes the knowledge necessary to give children their first inspiring ideas about the natural world.

Much of the matter is familiar; but it is one thing to read a work carelessly, and quite another to study it definitely with a view to examination.

The year's work may be done by reading at the rate of about 100 pages a week for ten months. The order of this reading is left to the student.

The examinations will fall twice a year — the first week in *June* and the first week in *December*; when examination papers will be sent to the students.

The examination on Human Physiology and Hygiene will be for the diploma of the *National Health Society*.

Fees. Entrance fee, a guinea. Examination Fees, 5/- for each examination after the first year.

The first half of each of the works set for study will be examined upon in *December*—including the earlier half of each class of articles in the "*Parents' Review*."